

PRIMARY TEACHER'S MANUAL FOR THE ABRIDGED CURRICULUM.

SN	CRITICAL CHANGE	JUSTIFICATION
	TERM 1	
P.4	Empty set has been left out	<ul style="list-style-type: none"> Learners have covered it since primary one however, it can appear in an exercise as a check
	<ul style="list-style-type: none"> The rounding off to the nearest whole number is left out for the next class Roman numerals have been shifted to primary 5 	<ul style="list-style-type: none"> to avoid overloading this topic to avoid overloading the transition class
	Operations on whole numbers is a topic retained throughout	<ul style="list-style-type: none"> Addition, subtraction, multiplication and division are powerful foundational concepts in Mathematics with applications to many problem situations and connections to many other topics. So it is covered throughout in all classes. Addition and subtraction without regrouping have been included to comprise the work covered in Primary 3
	Money: Topic rearrangement	<ul style="list-style-type: none"> The topic on money has been shifted from term 2 to term 1 after operations on whole numbers to help the learners to use the idea of addition and subtraction to add and subtract money.
P4	4) Patterns and Sequences Even and odd numbers have been repeated in primary 4	<ul style="list-style-type: none"> to specify them as even and odd as in primary 3 they were never

		<p>specified. This extends the work covered in primary 3</p> <ul style="list-style-type: none"> • The content was covered in primary 3.
	<p>Algebra</p> <ul style="list-style-type: none"> • Change of topic name from equation to algebra. • Solving equations with one unknown was introduced in primary 4. 	<ul style="list-style-type: none"> • From P.5 to P.7 the topic is Algebra therefore there is need to be uniform, from P.4. Equations are just part of Algebra but not a topic. • Learners have already been introduced to equations without letters from primary one. Therefore, they need to be introduced to equations with one unknown at this level.
P.5	<p>1) Set Concepts The content about equal sets was included in primary 5.</p>	<ul style="list-style-type: none"> • Although equal and equivalent sets were covered in primary 4 the same content in primary 5 can be used as revision to cover also the content for primary 5 before introducing Venn diagrams
		<ul style="list-style-type: none"> •
	<p>Mixed operations have been left out for primary 6</p>	<ul style="list-style-type: none"> • Mixed operations have been left out for primary 6 after multiplication and division have been wide coverage
	<p>5) Fractions Content about fractions in primary 4 has been merged with that of primary 5 as introduction.</p>	<ul style="list-style-type: none"> • Learners get the proper linkage between the concepts

		of fractions from simple to complex.
	6) Lines, Angles And Geometric Figures 2 dimensional and 3 dimensional figures have been included in the primary 5 content.	<ul style="list-style-type: none"> It is the foundation for other complex work on eg volume and others that was not covered in primary 4.
	Integers Has been shifted from third term to second term before graphs	The information on integers will be critical when drawing graphs <ul style="list-style-type: none">
	7) Data Handling Content about tally marks has been included in the content of primary 5.	<ul style="list-style-type: none"> It is the basis for learners to organize and present information on line and bar graphs, though it was covered in primary 4, it can help learners to organize data
	8) Time The content for primary 4 about time has been merged with that of primary 5.	<ul style="list-style-type: none"> In primary 4 they cover minutes to and minutes past and in primary 5 am and pm are introduced so in order to have a logical flow in the concept of time these two were merged
	9) Money The content on money has been shifted to be covered immediately after operations on whole numbers in term one	<ul style="list-style-type: none"> Since it involves operations with money it fits well after covering the topic of operations on whole numbers
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	10)Length, Mass And Capacity. The primary 4 content has been integrated into that of primary 5.	<ul style="list-style-type: none"> Considering the period of lock down, learners of primary 4 did not cover the content about length, mass and capacity.
P.6		
	Operations on whole numbers addition and	Since addition and

	subtraction are left out	subtraction have been meanwhile covered from primary one, we found it necessary to concentrate on multiplication and division in primary 6 and 7
	11)Integers Has been shifted from third term to second term before graphs	The information on integers will be critical when drawing graphs
	6)Data Handling Calculating probability was retained in Primary 5	<ul style="list-style-type: none"> Probability appears both in primary 5 and primary 6. It has been retained in both classes to help new entrants in the class and some competences shifted to primary 6 to form an introduction
	7)Money Content about shopping bills, profit, loss and change was shifted from primary 5 to primary 6.	<ul style="list-style-type: none"> This content is the basis for the content about foreign currency transactions in primary 6.
	8)Distance, Time And Speed. The content about distance, time and speed for primary 5 has been merged with that of primary 6.	<ul style="list-style-type: none"> Distance, time and speed appears in both primary 5 and primary 6. The teacher is advised to start from simple to complex when handling this content.
	9)Length, Mass And Capacity Conversion of units of length, mass and capacity which should have been covered from primary 5 has been merged with the content in primary 6.	<ul style="list-style-type: none"> Learners should have the basic concepts or example conversion before they handle the complex concepts of length, mass and capacity.
	10)Lines, Angles And Geometric Figures The content about parallel lines, perpendicular lines, regular hexagons and symmetry has been merged with the content	<ul style="list-style-type: none"> This has been done in order to have connectivity and proper flow of

	of primary 6 in this topic.	concepts in the topic: lines, angles and geometrical figures.
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P.7	5) Fractions Merging primary 6 content with that of primary 7 apart from ratios and proportions.	<ul style="list-style-type: none"> Since ratios and proportions appear in both classes, the teacher should teach the concept from simple to complex.
	6) Data Handling Statistics and pie-charts have been merged in primary 7 content.	<ul style="list-style-type: none"> This content was not covered while in primary 6.
	Money This topic has been shifted from primary 6 to primary 7.	<ul style="list-style-type: none"> It was not covered in primary 6 yet it reflects real life situations.
	7) Geometric Construction The content for lines, angles and geometric figures have been merged with geometric construction in primary 7.	<ul style="list-style-type: none"> This is so because this content goes hand in hand with that of primary 7.
	8) Time Speed, distance and time have been shifted from primary 6 to primary 7.	<ul style="list-style-type: none"> Time is closely related to this content of primary 6 which they missed at that level.
	9) Length, Mass And Capacity Circumference has been merged with the primary 7 content.	<ul style="list-style-type: none"> The knowledge of circumference is the basis of volume of cylinders and its application in real life.
	10) Algebra Algebraic expressions and substitution were shifted from primary 6 to primary 7.	<ul style="list-style-type: none"> Algebraic expressions and substitution are a basis of application of algebra.